



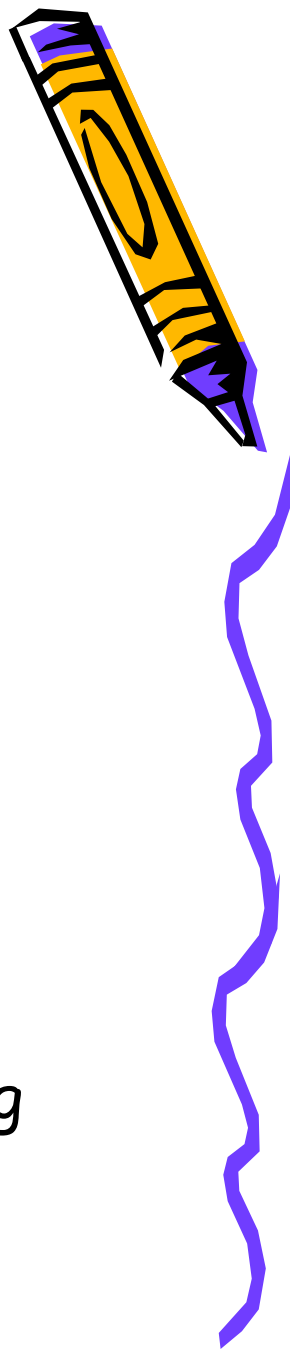
Retellings

Dr. Kristen Pennycuff Trent



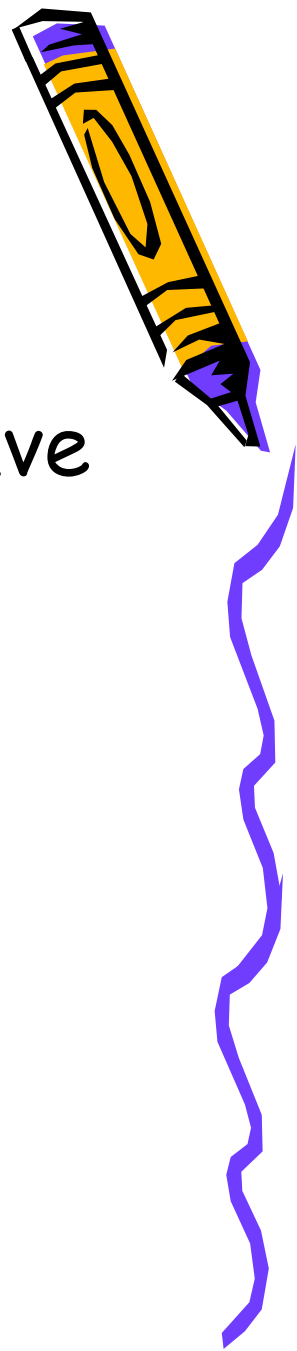
Why retelling?

- Creates a learning environment where students
 - Delve deeply into own understanding
 - Merge their knowledge of the world with text
 - Communicate through oral, written, or visual means
 - Experience deeper levels of understanding
- (Hoyt, 1999)

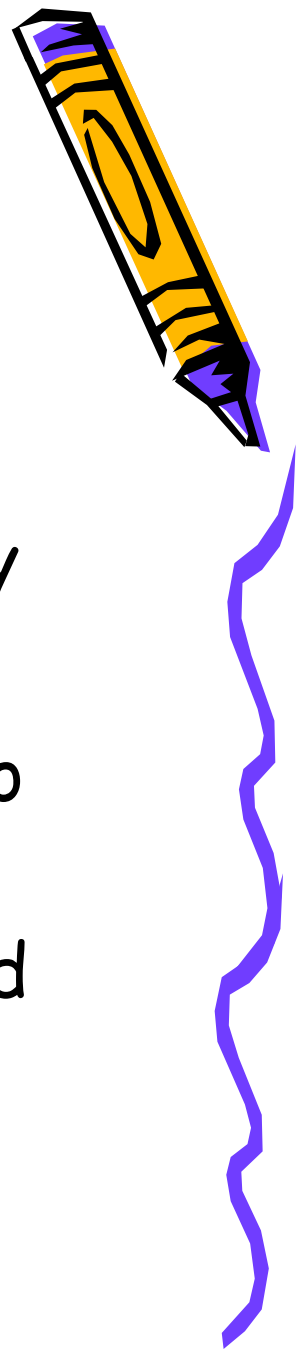


Why retelling?

- "Guided reflection and retelling have the added bonus of 'teaching' comprehension while providing a format for 'assessing' it."
- Hoyt, 1999



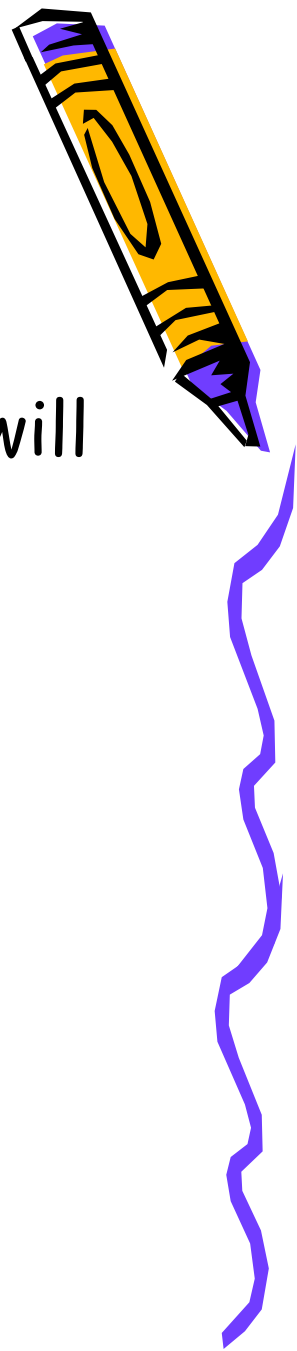
Why retelling?



- Assess and measures
 - Oral and written language proficiency
 - Depth of understanding of text
 - Ability to connect world knowledge to the reading material
 - Understanding of story structure and style



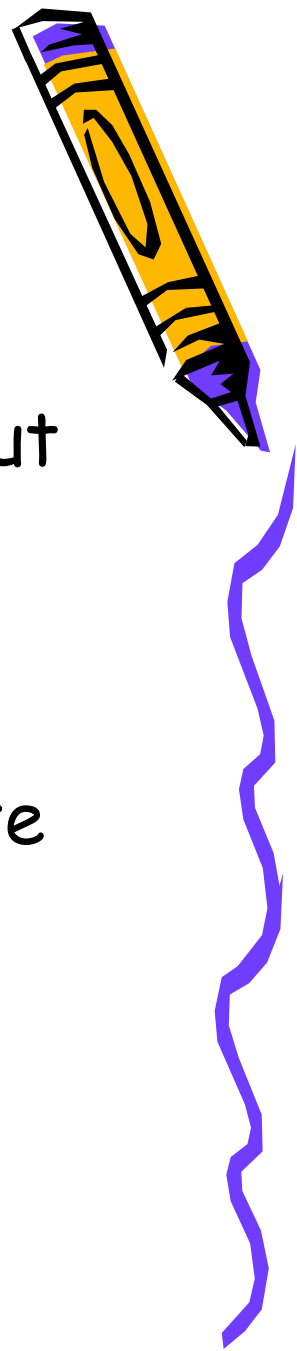
Questions to Ask



- Is this reflection experience one that will deepen learner understanding and/or increase communicative competence?
- Does the learner view this task as interesting and meaningful, or as busywork?
- Is there an authentic audience for reflection?



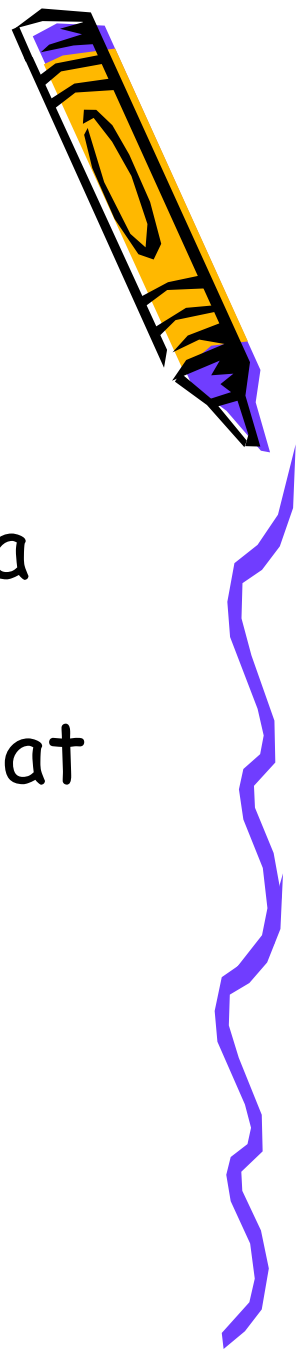
Conversations About Books



- Children need opportunities to talk about what they are learning and about strategies they are using for inquiry.
 - (Braunger and Lewis, 1997)
- Dialogue should be genuine, not just rote response to adult controlled situations.
 - (Peterson and Eeds, 1990)



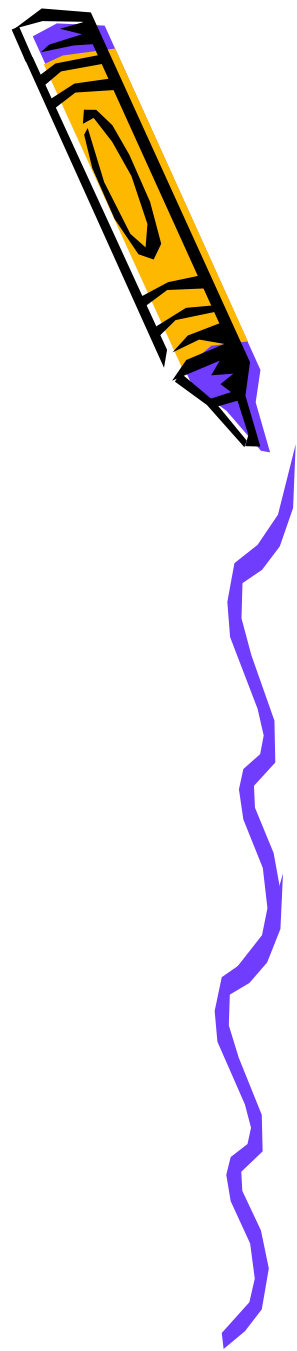
Conversations About Books



- Through conversation readers can consider the potential meaning of a passage, clarifying their thoughts and reflecting on the processes that help them create meaning while reading.
 - (Hoyt, 1992)



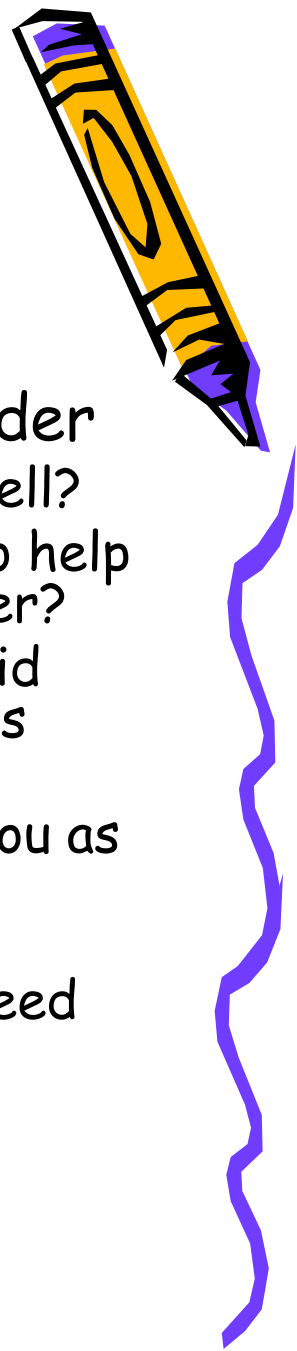
Conversations About Books



- Help students:
 - Measure their understanding against the perceptions of others
 - Consider the quality of their understanding
 - Examine diverse perspectives
 - Make adjustments to reading



Questions for Students to Ask Each Other



- About Books
 - What did you notice?
 - What did you like?
 - What is your opinion?
 - What did you wonder?
 - What does this mean?
 - What did you learn?
 - How did it make you feel?
- About Being a Reader
 - What did you do well?
 - What did you do to help yourself as a reader?
 - What strategies did you use most in this book?
 - What challenged you as a reader?
 - Are there any adjustments you need to make in your reading?



Two Word Strategy

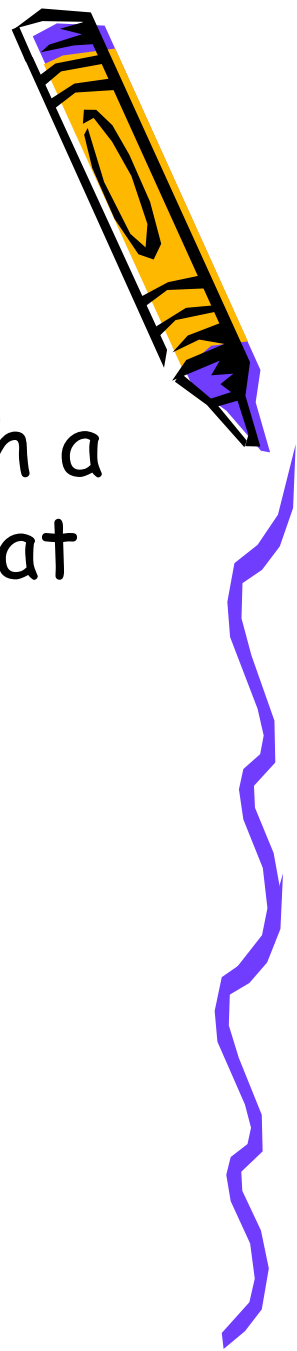


- Read a thought provoking text
- Ask students to be silent and to write only two words (not in a phrase) that reflect their thinking
- After selecting words, students partner to read their words, tell why they chose them, and explain how they relate to the story and/or their personal lives
- Class creates a list of words and the rationale for each word

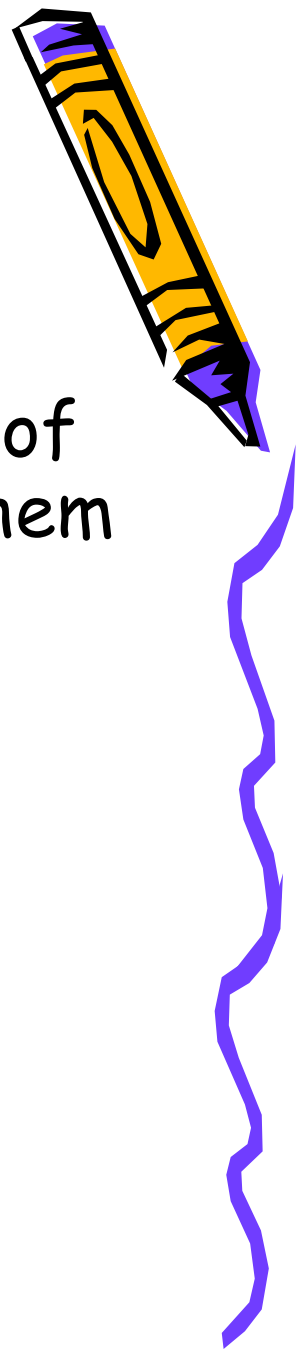


Three Circle Map

- Students complete each circle with a drawing and/or writing to show what they remember about literary elements in the story.
- Students then share their impressions and reflections with others.



Backtracking a Story

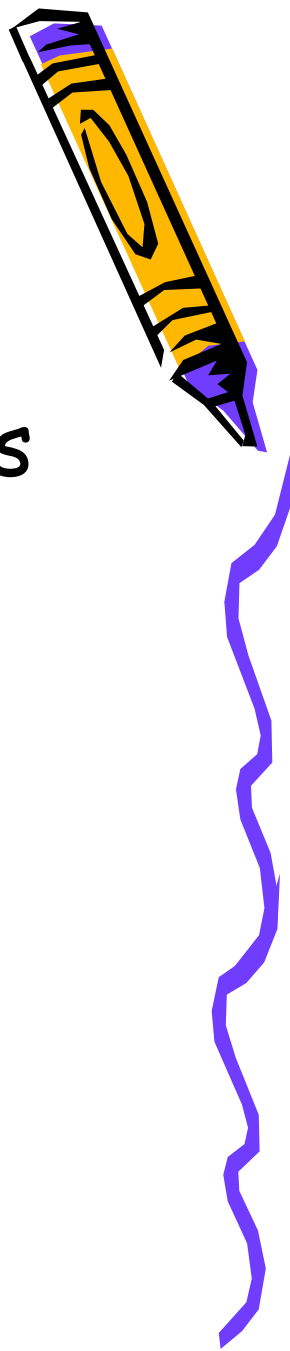


- Before reading a text, read the ending of the story to your students and invite them to write or discuss:
 - What can you tell about the genre?
 - Did this remind you of any other stories?
 - What characters did you learn about in the ending?
 - What predictions can you make about the problem, the resolution, and key events?



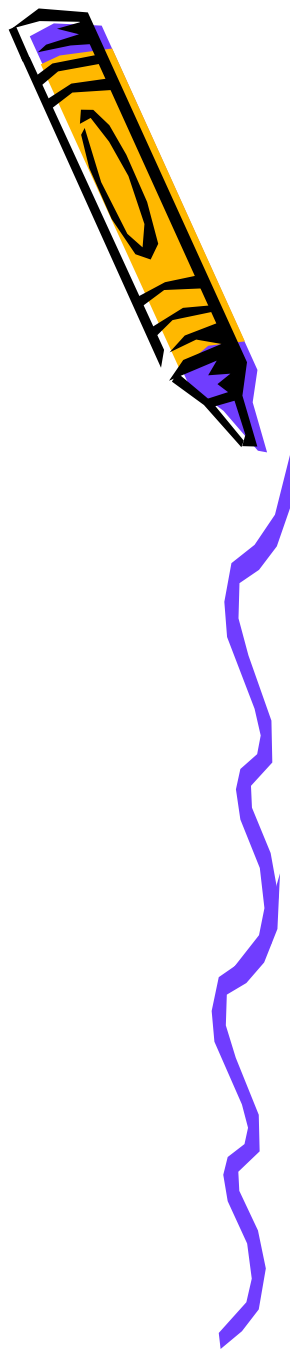
Backtracking a Story

- After reading, compare predictions with the actual story.
 - How did the realities of the story compare with our predictions?
 - What did we learn?
 - How did you do?



Book Commercials

- Provides a familiar format for reflections
 - Opening question
 - Details for middle
 - Ending to sell the book



Evaluating Attributes



- Select an issue that relates strongly to the story and have students list ideas relate to the topic before reading.
- After the story is shared, ask students to evaluate whether or not issues in their story met their expectations.
 - Marked with a + or -



Hot Seat



- Hot Seat
 - Students are assigned to expert groups
 - One group faces audience as they are asked questions
 - Experts join heads together to decide on an answer
 - Audience chooses one member of the expert team to answer



Other Book Conversations

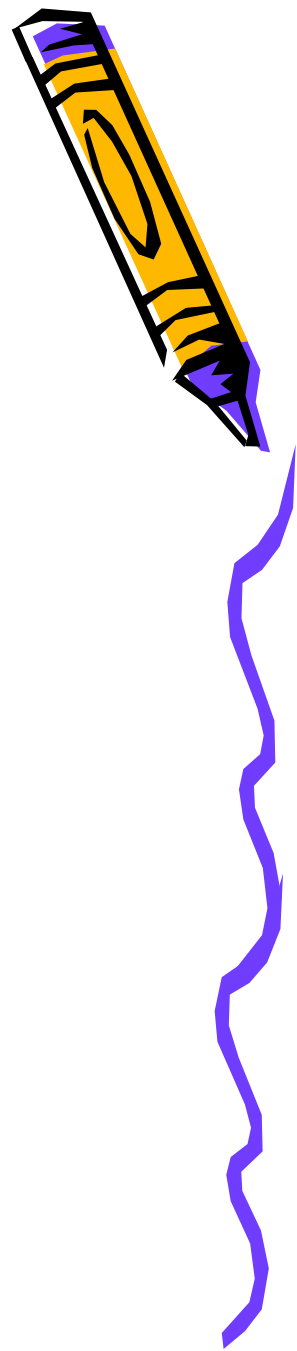


- Pick A Part
 - Students draw character names and retell the story from that point of view
- My Character and Me
 - Students use a Venn diagram to compare and contrast themselves with a character



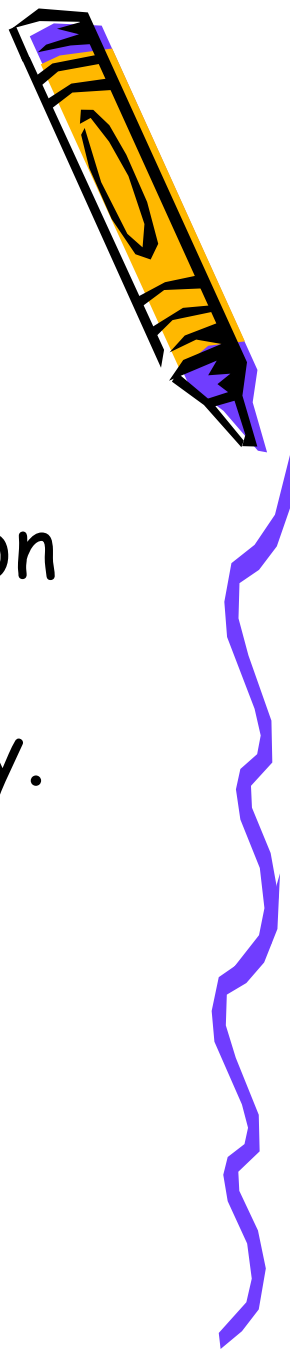
Assessment

- Group discussion rating forms
- Self evaluation forms
- Teacher observation forms
- Form letter for parents



Oral Retellings

- Retellings can be effective in significantly improve comprehension and sense of story structure while enhancing oral language proficiency.
 - (Morrow, 1986)

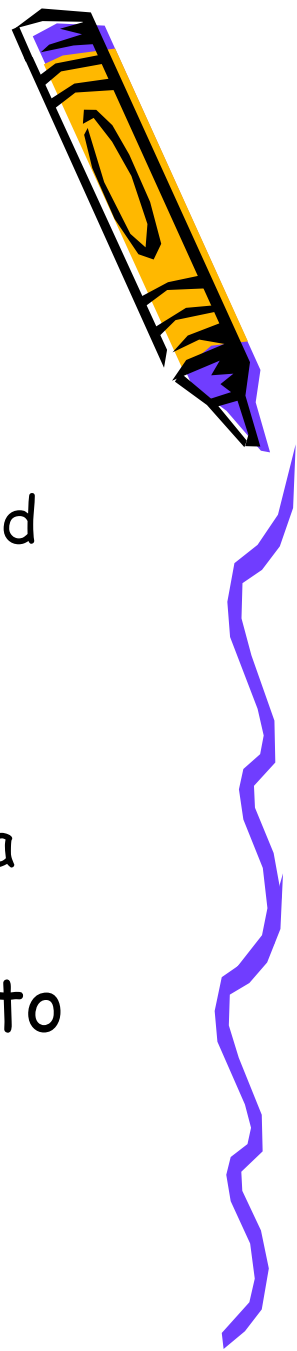


Oral Retellings

- Tell students why retelling is important.
- Demonstrate retells that encompass key literary elements as part of shared reading.
- Start with a brief passage and move to longer segments.



Preparing for a Retell as a Student



- Read a really good story.
- List or draw the most important events from the story.
- Reread the story.
- Plan for any props.
- Practice
 - Inside your head
 - With a partner
 - In front of a mirror
 - By talking into a tape recorder
- Tell your story to an audience.



Partner Retelling

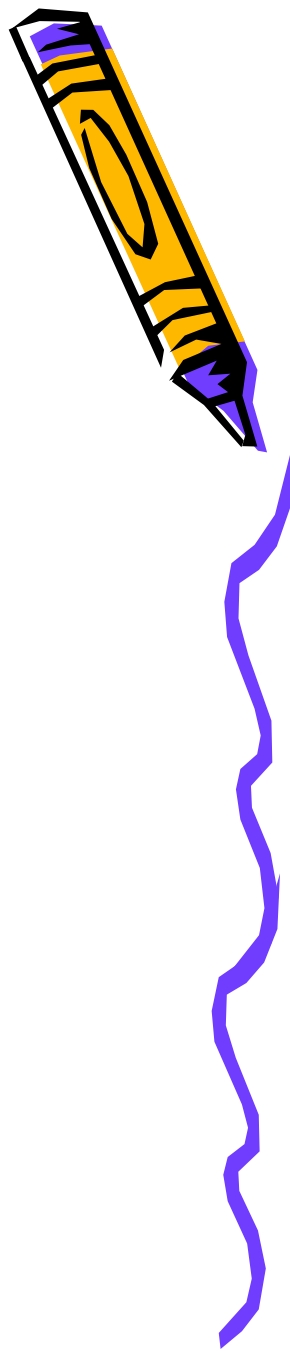


- Identify the key points for retelling
 - Most important events, elements of story structure, etc...
 - Divide class into a storyteller group and a listener group
 - Storytellers work in teams to reread prepare for retelling.
 - Listeners reread and reflect on most important things.
 - Students are matched with partners. While the teller talks, listeners records elements. When storyteller finished, it is the job of the listener to give clues about any remaining items that have not been checked off the list.



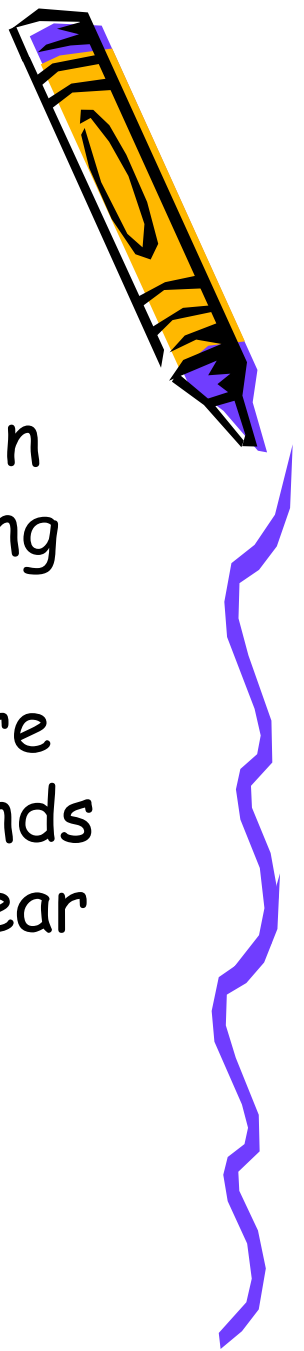
Team Retelling

- Teams of 3-4 students
- Focus decided by teacher
- Teams reflect and talk, then take turns retelling with focus on their area
- Visual elements are included



Story Journey

- After reading, students review selection and place a sticky note where the setting changes
- Once they know how many settings there are, they can begin to sketch backgrounds for each one. (Characters may not appear in sketches. They are considered separately.)

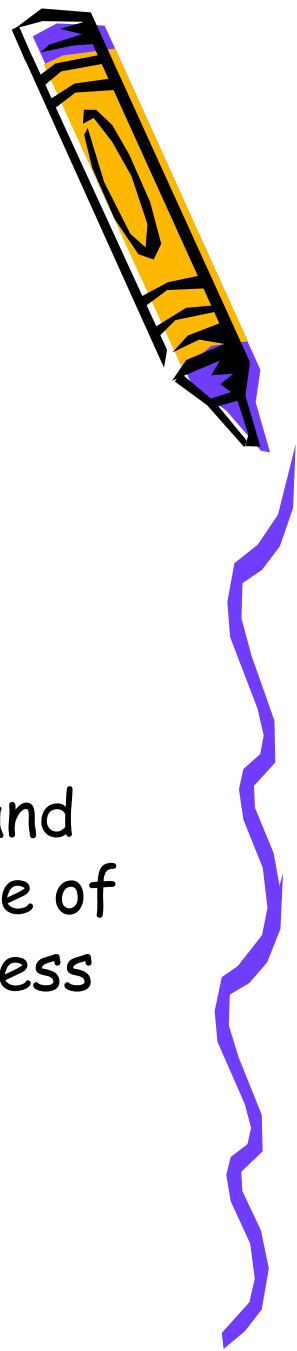


Story Journey

- Puppets are created for each character and are placed on a stick.
- Readers are ready to talk about each setting and decide which characters were present in that setting.
- Students present retell by describing each setting and the actions of the characters who were present.



Other Retells



- Cumulative retell
 - Students retell story by events with the preceding events being repeated.
- Game show retell
 - Students meet in teams in develop retells and include all literary elements except the title of the story. The listeners in the audience guess the name of the story.

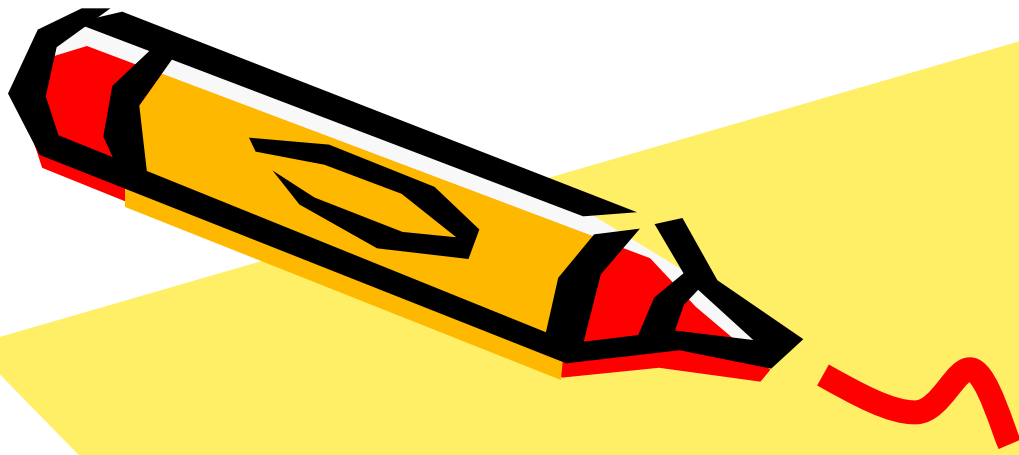


Assessment



- For Retellers
 - Personal reflection
 - Self evaluation
- For Partners
 - Partner retelling checklist
- For Teachers
 - Scoring guide
 - Teacher checklist
 - Unassisted retell observation
- For Parents
 - Story star
 - Observation guide



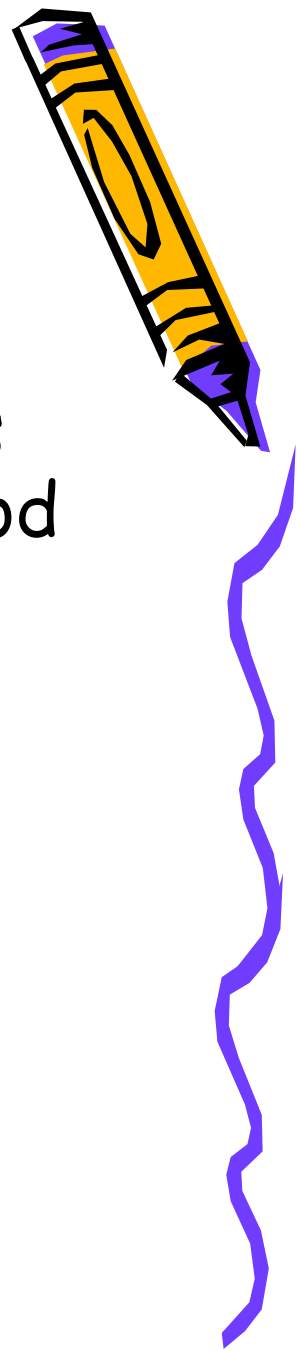


Reciprocal Teaching

Dr. Kristen Pennycuff Trent



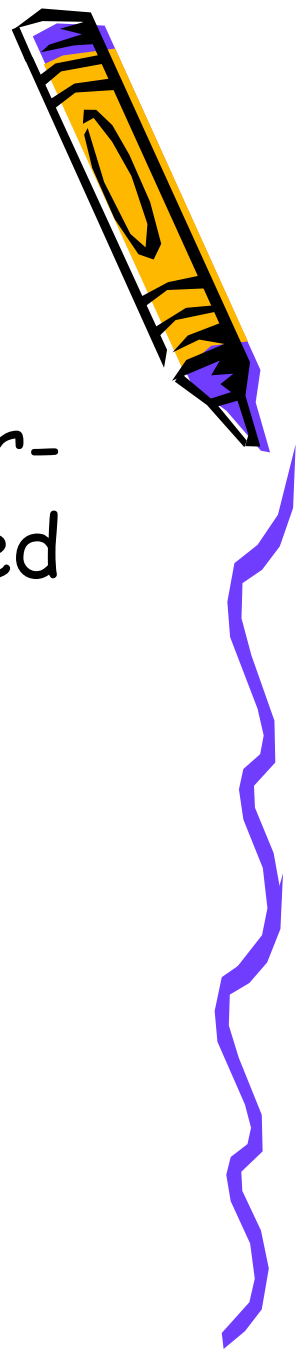
What is reciprocal teaching?



- Scaffolded discussion technique that is built on four or five strategies that good readers use to comprehend text
 - Predicting
 - Questioning
 - Clarifying
 - Summarizing
 - Sometimes Visualizing Is Added
 - Palincsar and Brown, 1984



What is reciprocal teaching?



- “Reciprocal teaching is not a paper-and-pencil activity. It was designed as a discussion technique...”
 - Oczkus, 2003



What is Reciprocal Teaching?



- Focuses on fostering comprehension strategies
- Narrows down multiple strategies to four or five tools
- Practices while doing
- Scaffolds and supports
- Promotes "distributed expertise"
 - Palincsar and Brown, 1984; Wakefield, 2000



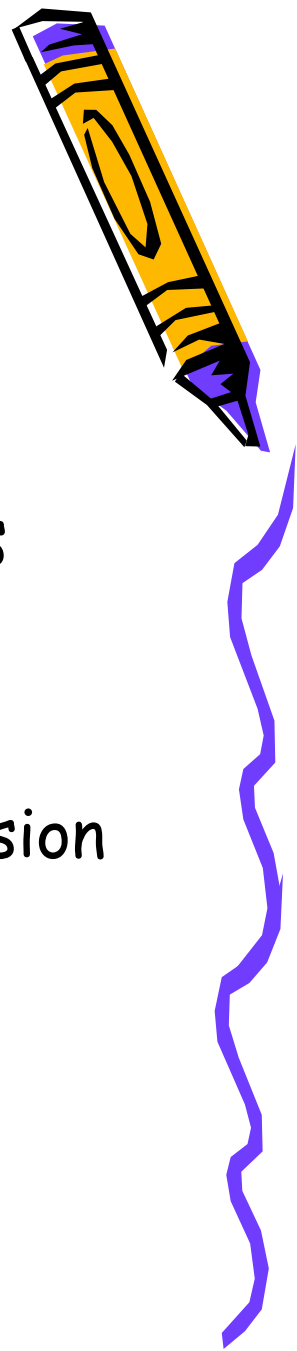
How does RT benefit students?



- Actively engages in constructing own understanding
 - Generating questions and summarizing
- Encourages self sufficiency with scaffolding
- Promotes metacognition



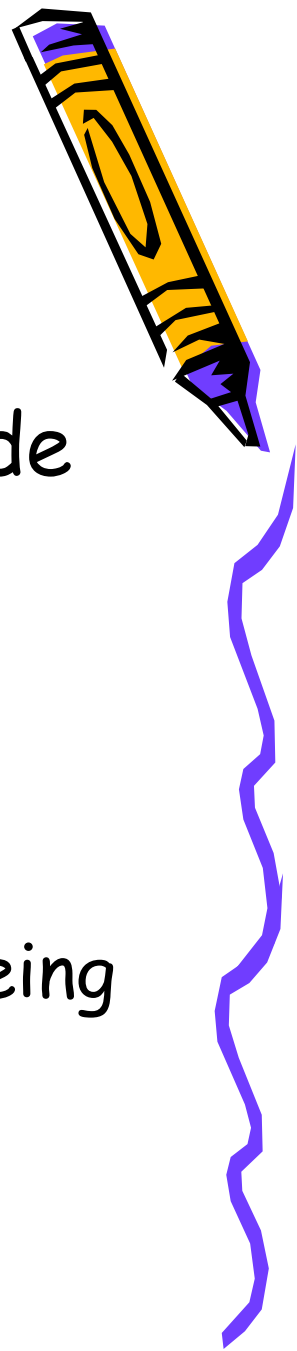
How does RT benefit students?



- Designed to improve reading comprehension of adequate decoders
 - Poor decoders with read alongs
 - ELL practice developing skills
 - Non-readers use for listening comprehension
- All readers to read and understand more challenging texts.



What does the teacher do in RT?

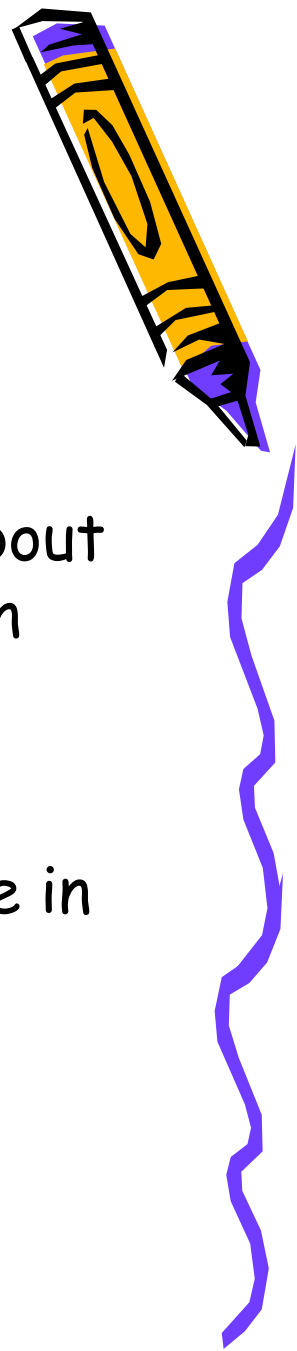


- The job of the teacher is to provide
 - modeling,
 - scaffolding,
 - feedback, and
 - cooperate in making efforts of understanding the material that is being taught.



The RT Methods

Fab Four or Five



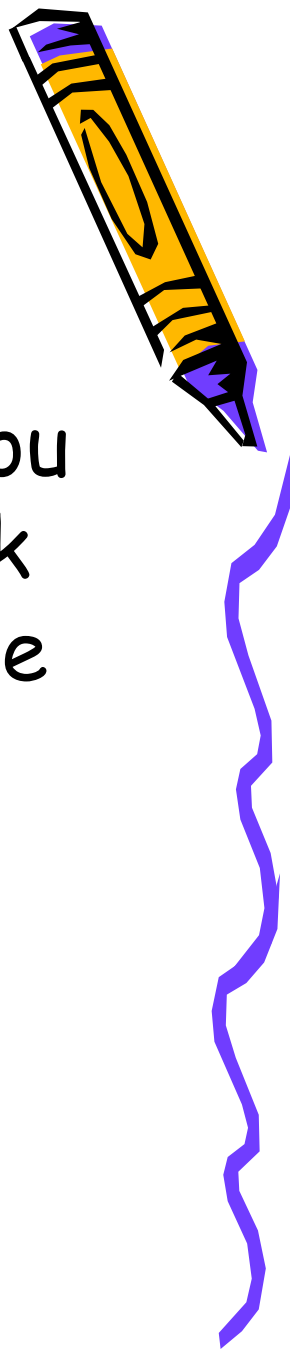
- Clarifying
 - Taking steps to restore meaning
- Questioning
 - Focusing on the important details
- Summarizing
 - Stating the important ideas in short format
- Predicting
 - Finding clues about what will happen next
- Visualizing
 - Seeing a picture in your mind



Predicting

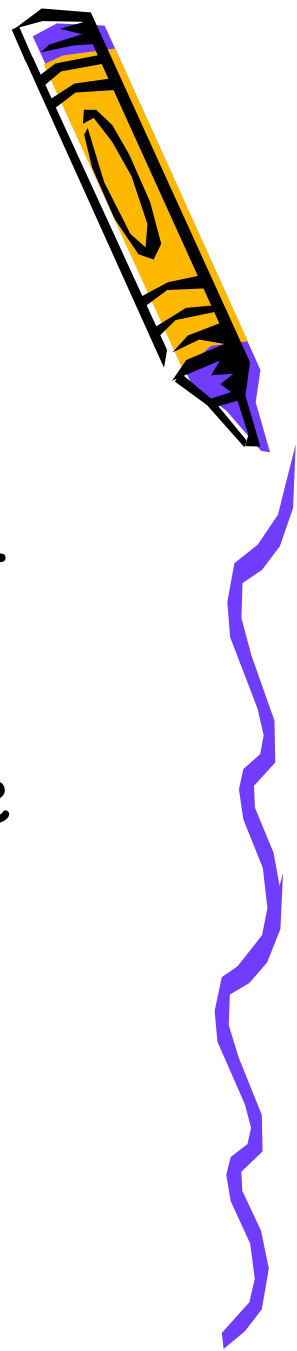
- "Prediction is when you say what you think is going to happen in the book and you look at all the clues like the cover, pictures, and chapter headings."

- Rachel, Grade 4



Predicting

(Finding Clues About What Will Happen Next)

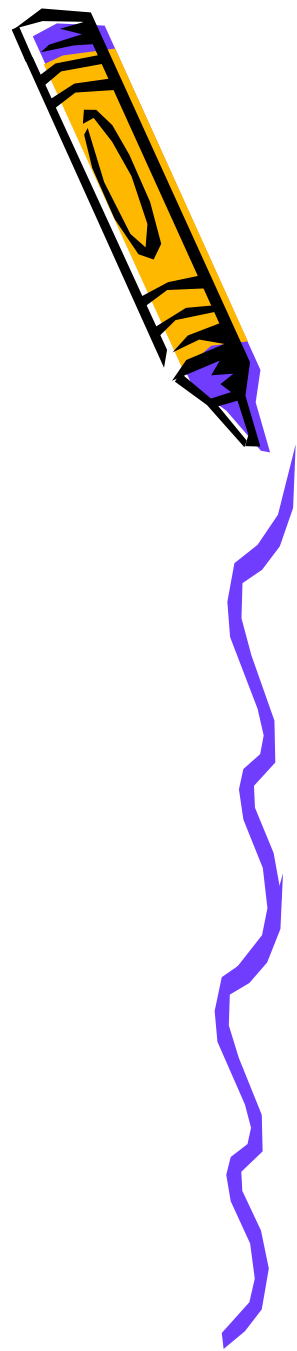


- Encouraged to make guesses about where the text is going next.
- Use prior knowledge learned in the earlier stages.



Predicting

(Finding Clues About What Will Happen Next)

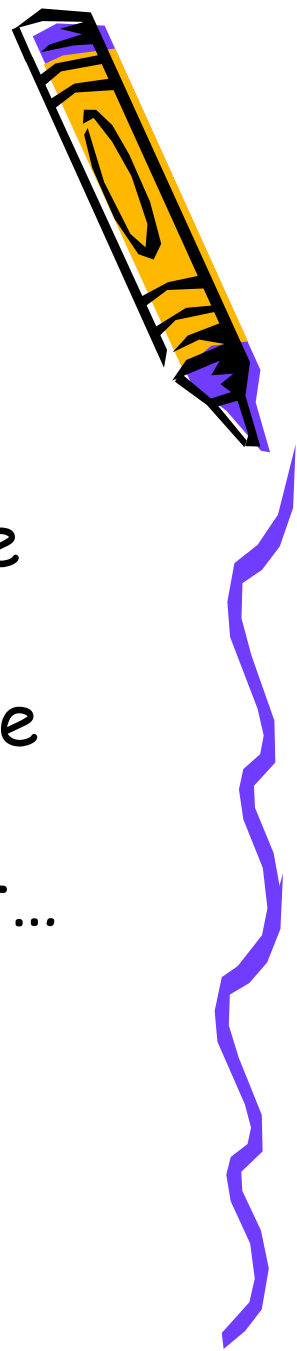


- When
 - A title is given
 - Headings are provided
 - Author poses a question in the text
 - Text suggests what will be discussed next



Predicting

(Finding Clues About What Will Happen Next)



- How
 - Based on the title, I think this will be about...
 - I already know these things about the story...
 - I think the next section will be about...
 - Based on...., I predict...
 - Based on what.... said/did, I predict...



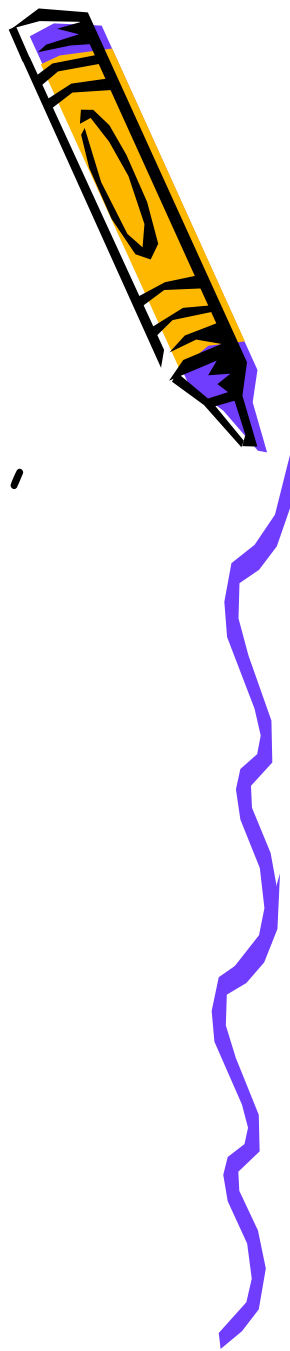
Questioning

- "You think of a question when you are reading the book, that you can ask someone who is also reading the book. You can ask an easy or hard question. When you are reading and you have a question about what you are reading, you can ask a friend."
- Jacob, Grade 3



Questioning

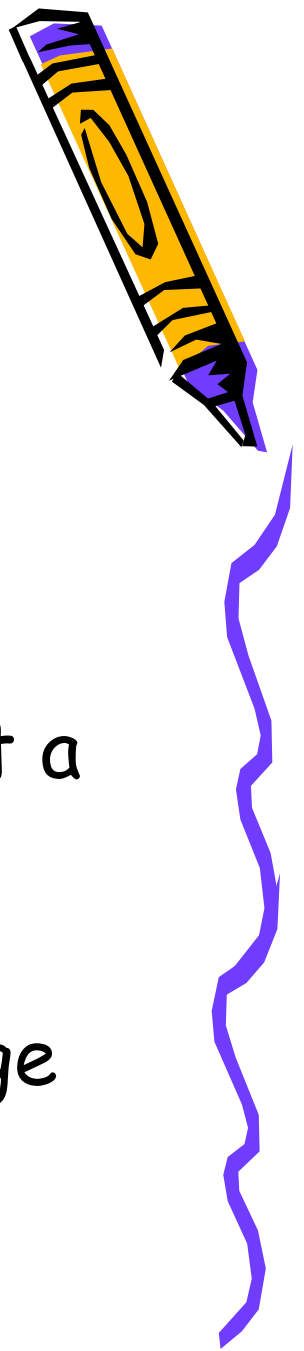
- "It depends on the level of the kid, how hard I make the question."
 - Stephani, Grade 4



Questioning

(Focusing on the Important Details)

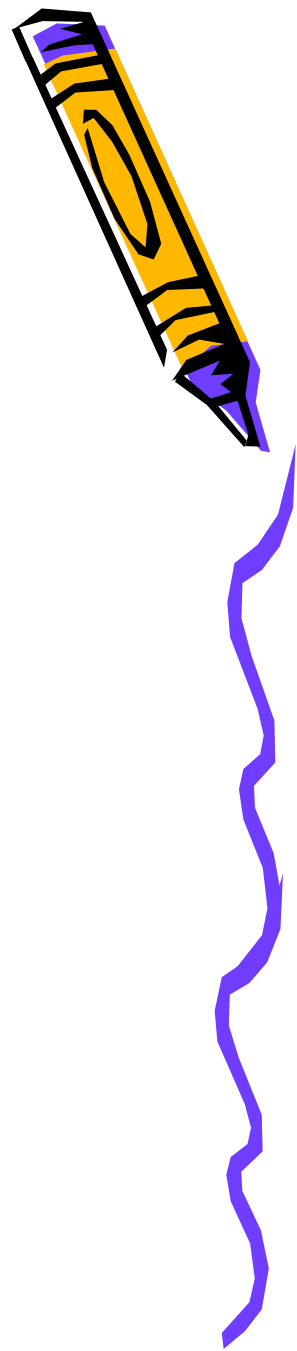
- "Why" and "how" questions should be used to understand the rest of the paragraph.
- The questions that arise should start a discussion and additional questions should result.
- In cases of disagreement, the passage should be re-read.



Questioning

(Focusing on the Important Details)

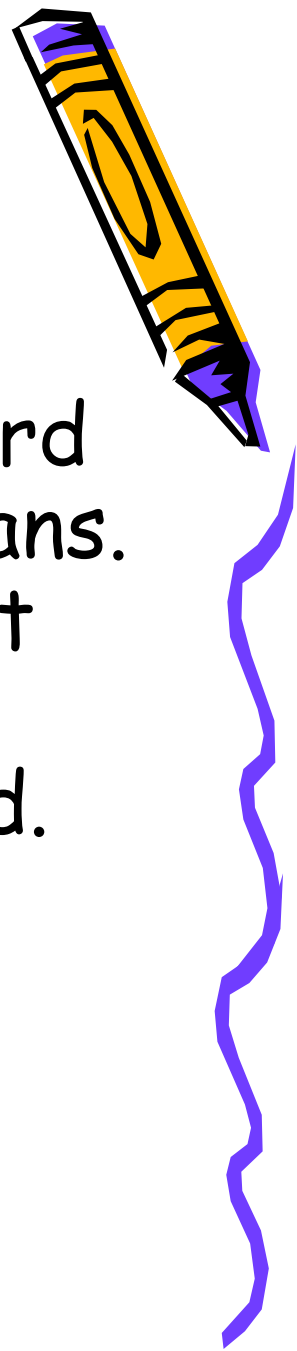
- How
- Ask teacher-like questions
 - Who is...?
 - Why is ... significant?
 - Why does...happen?
 - How is ... and example of ...?
 - What is your opinion of...?

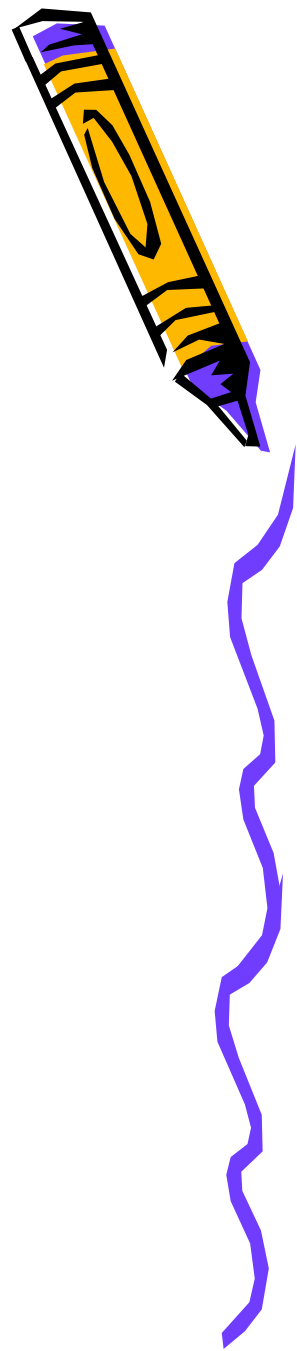


Clarifying

- "Clarify is when there is a hard word and you try to think of what it means. Also, clarify is when there is a part you don't understand and you look back in parts that you already read. It is like a puzzle and you see if there is a piece missing."

- Rachael, Grade 4





Clarifying

(Taking steps to restore meaning)

- Whenever difficult material is encountered, questions should be formatted in order to define and make them easier to understand.





Clarifying

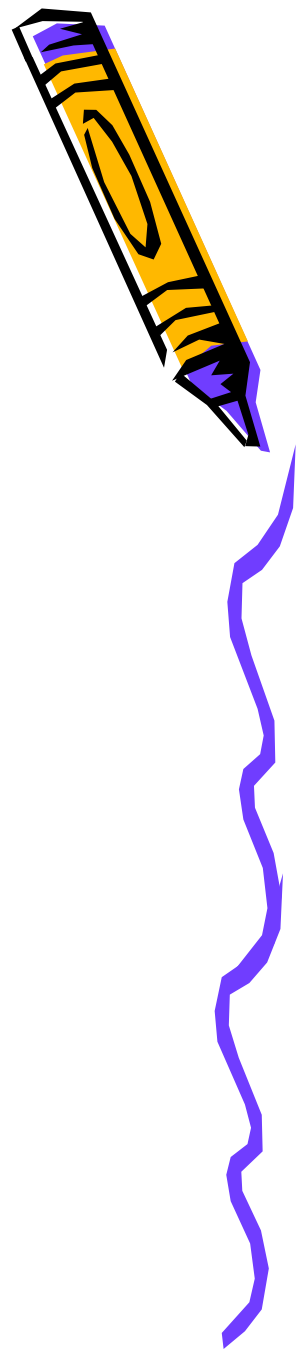
(Taking steps to restore meaning)

- When
 - You don't understand
 - You can't follow the text
 - You don't know what a word means
- How
 - I don't really understand...
 - A question I have is...
 - One word/phrase I don't understand is...



Visualizing

(Seeing pictures in your mind)



- How
 - When I read this, I imagine that...
 - As I read, in my mind I see...



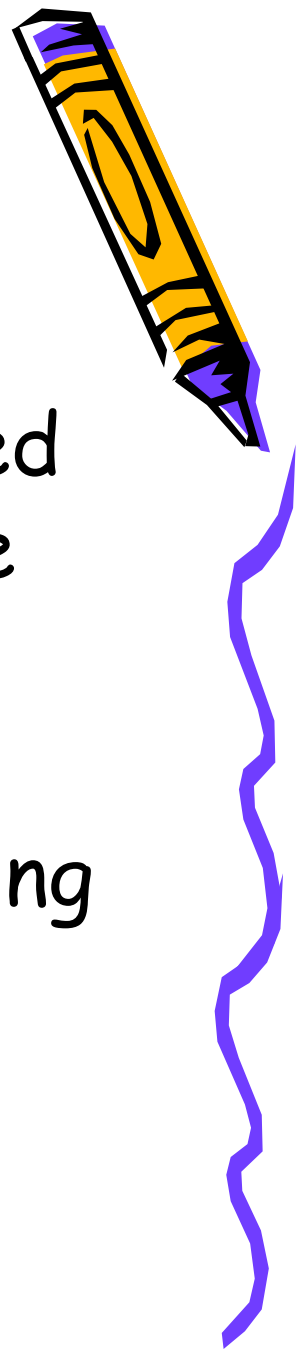
Summarizing

- "Summarizing is a way to share in your own words what the story is about. It helps you by understanding it easier."
- Carlin, Grade 3



Summarizing

(Stating the Important Ideas in Short Form)



- Important details should be pointed out in a way that helps support the main idea of the paragraph.
- Solidifies what they just read and gives them a good idea what's coming in the next paragraph.



Summarizing

(Stating the Important Ideas in Short Form)



- How
 - Look for the topic sentence.
 - Look for the who, what, when, where, why, and how.
 - Omit unnecessary information.
- Summary Stems
 - Post-its
 - This story is mostly about...
 - The topic sentence is...
 - The author is trying to tell me...



Summarizing

(Stating the Important Ideas in Short Form)

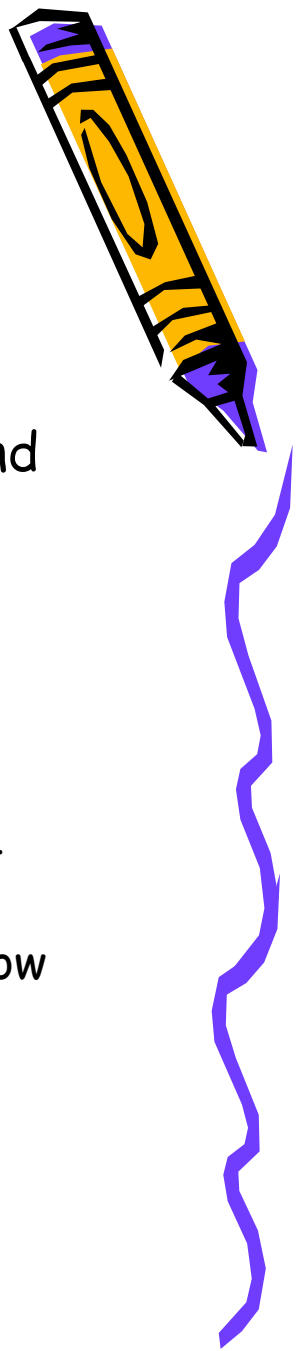


- Framed Summary Format
 - "This story about _____ begins with _____, discusses _____ the idea that _____, and ends with _____."

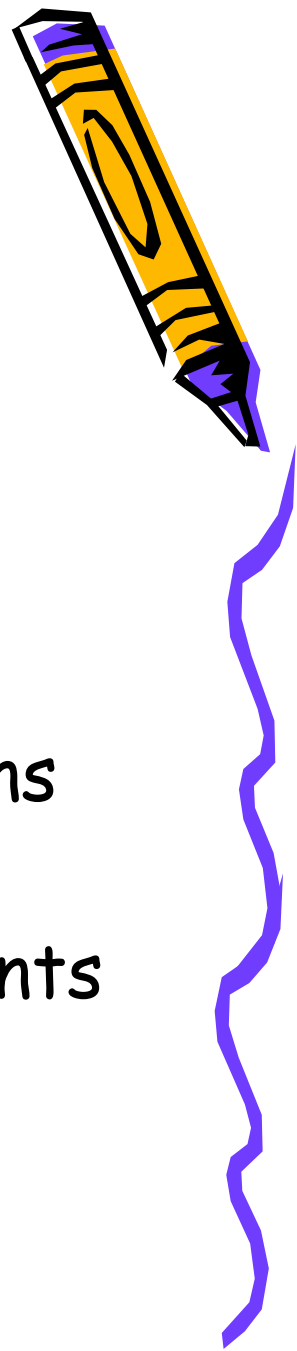


Jigsaw

- Number 1-4 to create a home group of a 1, a 2, a 3, and a 4.
 - 1's are Predictors
 - 2's are Questioners
 - 3's are Clarifiers
 - 4's are Summarizers
- Move to your expert group
 - Spend 15 minutes preparing on your own using the sheet provided
 - Spend 15 minutes discussing with your fellow experts how to present to your home group
- Return to your home group to share
 - Spend approximately 9 minutes on each role



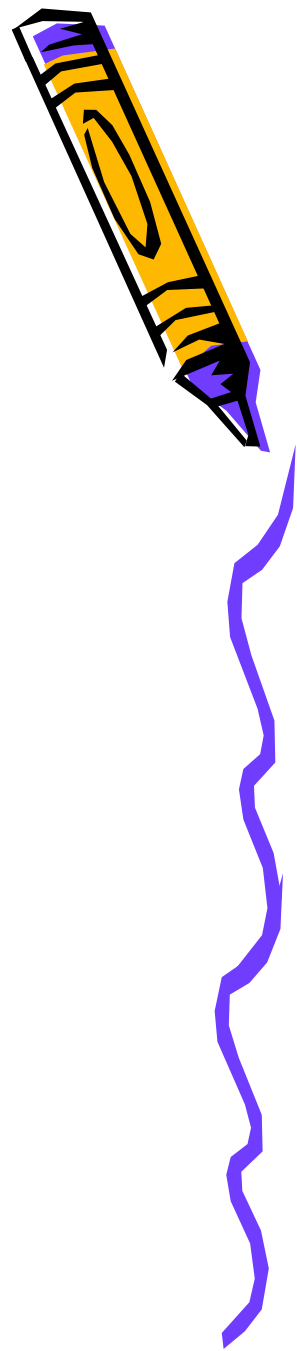
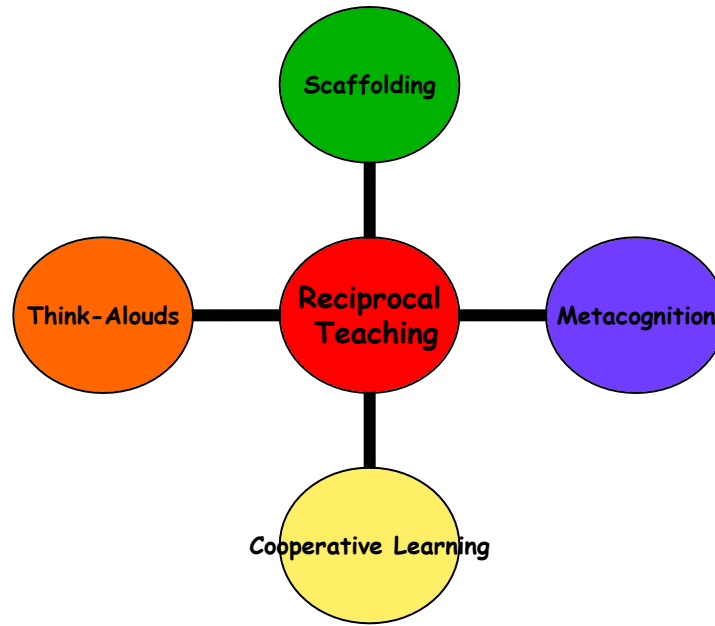
How do you assess RT?



- Teachers monitor and observe
 - Listening to dialogue
 - Redirecting or scaffolding as needed
 - Asking students to write out questions or summaries
 - Reflecting and debriefing with students on usefulness of strategy

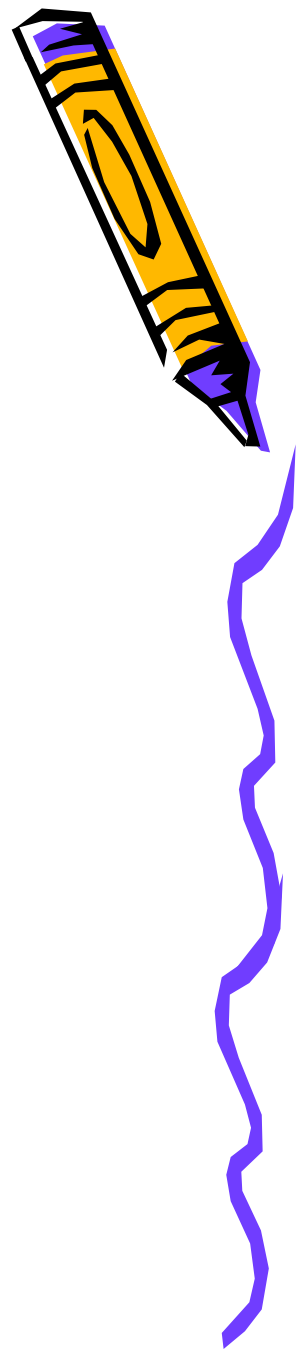


Important Concepts



Where can we use reciprocal teaching?

- Whole Group
- Guided Reading Groups
- Literature Circles



Adaptations for Little Kids

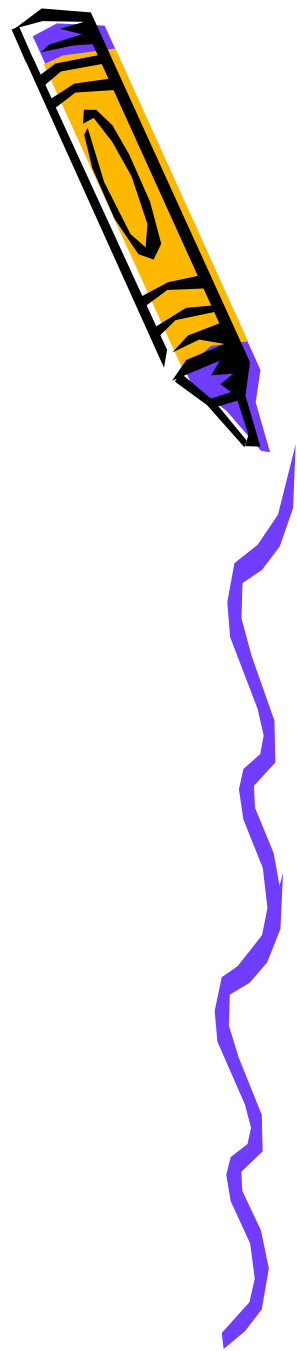


- Cross-Age Buddy Sessions
 - Both classes work on RT strategies
 - Remind big buddies (BB) to practice all 4 strategies with little buddies (LB), but to focus on the target strategy
 - Model and demonstrate focus strategy
 - Have BBs list steps in strategy and try the strategy first with a peer



Adaptations for Little Kids

- Cross-Age Buddy Sessions
 - Have BBs perform lesson with LBs and bring a copy of the LBs written response back for debriefing
 - Place two cross age pairs into a literature circle group of 4 where they share focus strategy and take turns with other RT strategies



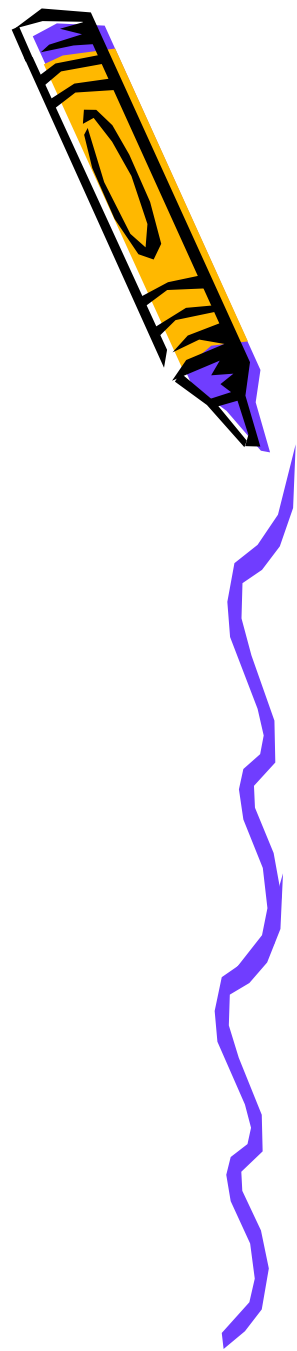
Adaptations for Little Kids



- Cross-Age Buddy Sessions
 - Upon returning, ask BBs to debrief class on how well LBs are doing and what could be done to help them
 - Plan for next session
 - Have BBs share examples of how they used the focus strategy in their own reading



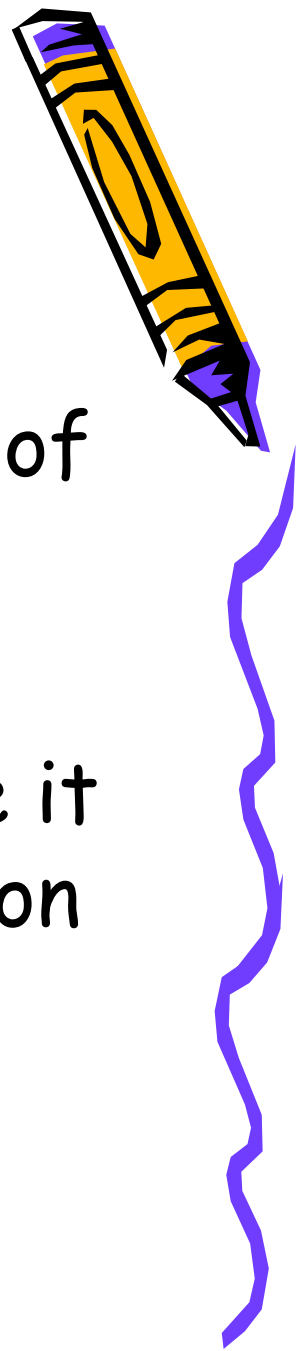
Adaptations for Little Kids



- Reciprocal Teaching Team: The Fabulous Four (39-48)
 - Madam the Powerful Predictor
 - Quincy the Quizzical Questioner
 - Clara the Careful Clarifier
 - Sammy the Super Summarizer



How does Reciprocal Teaching Work?



- Explicitly teach and practice each of the strategies.
- Select text carefully to make sure it lends itself to successful completion of all phases.



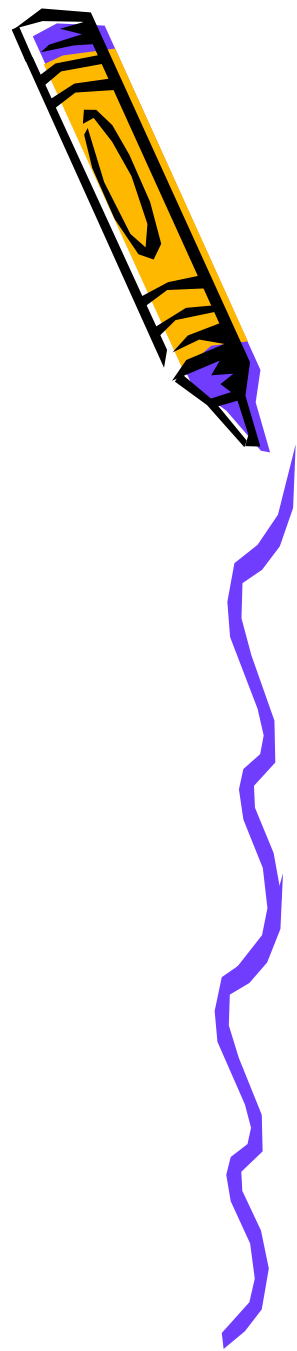
How Does Reciprocal Teaching Work?



- Teach passages paragraph by paragraph and eventually the whole passage will be read without stopping.
- Carry out over long periods of time.
- Change roles frequently so every student has the opportunity to lead.



How does Reciprocal Teaching Work?



- Use prompts such as charts, bookmarks, or job cards.
- Spend sufficient time using RT to reinforce skills.



Readers Using RT Will...

- Using existing knowledge to make sense of text.
- Monitor their comprehension throughout the reading process.
- Are able to determine what is important in the text they read.
- Ask questions.

